

Narrative

An individualized program consisting of remediation activities in reading and math will be offered to eligible students via computer and Internet technology. This program is designed to offer eligible 2nd, 3rd and 4th grade students the flexibility to extend learning beyond their regular school day (before or after school, evenings and weekends) and from other locations (home, libraries, community centers, etc.) if they choose. The purpose of the program is to raise the performance level of eligible students in math and reading to a level that will enable them to successfully pass appropriate grade level assessments in those areas.

A computer lab will be made available to students before and after school. The lab will be equipped with SuccessMaker Internet, a software program developed by NCS Pearson, Inc. SuccessMaker's reading/language arts and mathematics courseware is aligned with Michigan's academic content standards. Pearson Education Technologies' educators, who have curriculum development expertise, analyzed the courseware content and Michigan's academic content standards to determine the extent of alignment. From this analysis, a report is developed that can be used by classroom teachers to plan their curriculum.

Eligible 2nd, 3rd and 4th grade students will be scheduled for two 45-minute sessions each week. Students who have access to computers at home, through community centers, churches, or libraries may work at unscheduled times as well. Students will be given the option to schedule their times in mornings, afternoons, or a combination of each. Since transportation will not be provided specifically for the program, flexibility in scheduling and flexibility of access should help students who might face transportation issues.

Upon entering the program, students will be assessed using SuccessMaker's Initial Placement Motion Test. This test will help us establish instructional level, as well as predict the approximate number of instructional hours necessary to reach the individual student goals as determined by the student, the student's parents and the student's regular classroom teacher.

All students will be assigned a certified elementary teacher who meets the NCLB qualifications for highly qualified core academic teacher. This assigned "Program Teacher" will be responsible to deliver instruction, monitor progress and report results to the student, the parents and the student's regular classroom teacher. The program teacher will prepare a report based upon the test results and send the report to the student's regular teacher for any comments, suggestions and/or validations. This part of the process should help assure consistency of content and instruction, as well as alert the program teacher to the possibility that the student currently has an active IEP.

Once the information is shared and input from the regular teacher is gained, an individualized plan of work will be designed for each student. This plan of work, which

will contain an expected date of completion, will be shared with the student, the student's parents and the student's regular classroom teacher.

Periodic assessments are embedded into the program and will assess student progress continuously. In addition to these assessments, retention activities appear periodically to insure the student has retained information that was previously taught.

The program teacher will use the results of these assessments as a basis to modify the student's plan of work. Any modifications will be shared with the student, the student's parents and the student's regular classroom teacher. The work plans will also be recorded for later inclusion in a final report, which will be sent to the school district at the end of the school year.

SuccessMaker's Results Manager Management System provides timely reports and documentation for monitoring instructional effectiveness. Critical performance data is available on demand so teachers can monitor progress anytime. There are a variety of reports available including:

- Performance Reports: Individual or group data on time, gain, and objectives attained.
- Summary Reports: Global overview of group progress.
- Intervention Reports: Precise information about specific areas in which students are having difficulty.
- Forecasting Reports: Demonstration of time needed by individual students to reach goals in reading and math.
- Accountability Reports: Fast access to attendance, time spent on the system and in courses.
- Parent Communication: Special reports designed to communicate key information about a student's progress to parents and guardians.

Using SuccessMaker as our fundamental instructional program provides our students with a distinct advantage. First of all, according to the National Education Technology Plan from the U.S. Department of Education, the most recent research demonstrates that the school improvement programs utilizing technology for teaching and learning yield positive results. (U.S. Department of Education, Office of Educational Technology, 1996, National Educational Technology Plan: *Getting America's Students Ready for the 21st Century: Meeting the Technology Literacy Challenge*)

Secondly, SuccessMaker has established a formidable track record in getting positive results, as the studies below confirm.

- In 1996, Metis Associates, Inc. independently evaluated SuccessMaker in Community School District Six, located in the Washington Heights and Inwood sections of New York City. A total of 2,501 students were involved in the study, 95% of whom were eligible for free and reduced-priced lunch. Schools were selected to implement the program based on low performance on the 3rd grade reading test. Students were tested using the Degrees of Reading Power (DRP) assessment. No control group was used,

since all 3rd graders in the designated schools were targeted for the program. Results from the study included the following: A higher percentage of the students in the program reached or exceeded the State Reference Point than for all district 3rd graders. Overall, the percentage of students scoring at or above the State Reference Point ranged from 26.3% to 68.5%. In 1997, all schools but one reached the State Reference Point. (Metis Associates, Inc., 1996 and 1998, *Community School District Six Integrated Technology Reading Support Project, Second Year Evaluation Report: 1996-1997*. New York, NY: Metis Associates, Inc.)

- In Pamlico County Schools, North Carolina, students in the Fred Anderson Elementary and Pamlico County Middle School implemented Reading Adventures and Reading Investigations (components of SuccessMaker) 20 minutes a day in 1995. Before program implementation, one-third of 3rd through 8th graders performed below grade level on the North Carolina End-of-Grade reading tests. In an initial five-month pilot study conducted in 1995-96, Title I students using SuccessMaker in 3rd and 4th grade had mean reading gains that exceeded mean gains by non-Title I and all district 4th grade students. Since the 1995-96 school year, the number of students at proficiency level is above 75% for all grades except for 6th, which had a 70% pass rate. In 1997, the middle school received a School of Distinction award for more than 90% of the students achieving proficiency in reading, math and writing. (Pamlico County Schools, 1998, *Technology Literacy Challenge Fund Sub-grant Program, 1997*. Bayboro, NC: Pamlico County Schools.)
- In 1998, L'Anse Creuse Public Schools in Michigan (Brush, 1998) conducted an independent evaluation study to determine the effectiveness of the different SuccessMaker software programs (foundations, exploreware, and foundations plus exploreware). The foundations curriculum consisted of more basic, structured activities for students based on traditional reading and math skills. The exploreware curriculum consisted of more open-ended, computer-based activities to a set of concepts. Fifteen classes (three per grade level), with a total of 1,237 1st through 5th grade students, were randomly assigned to three treatment groups in a control group design. Results from the study showed that students in the exploreware plus foundations reading groups achieved significant gains as measured by pre- and post-Iowa Test of Basic Skills testing after only ten weeks of study. Post-test gains were more pronounced for 1st through 3rd grade students than for 4th and 5th grade students. The study demonstrated the effectiveness of combining a more basic skills curriculum with one that includes broader concepts of a subject as well. (Brush, Thomas, 1998. *An Evaluation of the Effectiveness of the Computer Curriculum Corporation's (CCC) Foundations and Exploreware Software on Students in grades One through Five*. Harrison Twp., MI: L'Anse Creuse Public Schools.)

In addition, SuccessMaker provides an advantage for the program teacher as well. Technical support is offered on-line and professional development is included as part of the program. Program teachers are initially given two days of training followed by two more days of training after the program begins.

The pricing structure developed for this program is based upon the student's attendance in a structured-lab situation within a school or community under the supervision of one of our staff members. The charge of \$16.50/session applies only to formal sessions conducted by a member of our staff. There is no charge for students who do additional work from home or unstructured location, where a member of our staff does not supervise the session.

The program will be under constant scrutiny by all the stakeholders. Written Programs of Study will be mailed to parents and classroom teachers upon implementation.

Modifications to programs will also be provided. A year-end report will be given to each school principal containing the results of that school's students' progress as well as the summary of progress of all students, which will be given to the district Superintendent.